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ABSTRACT

The New Mexico High School Proficiency Examination covers five general content areas: (1) Community Resources; (2) Occupational Knowledge; (3) Consumer Economics; (4) Mental and Physical Health; and (5) Government and Law. Skills measured by the test are: Identification of Facts and Terms; Reading; Writing; Computation and Problem Solving. These areas are determined to be the basic functional adult competencies needed in modern society. Students who do not meet the proficiency standard as 10th graders have additional opportunities to pass the test in their junior and senior years of high school. Successful completion of the examination results in a "proficiency endorsement" on the student's diploma. This document includes general summary information for the 1980 school year and skill and content areas in depth since the first results from February, 1979. Tenth, eleventh and twelfth grade results are compared in various charts and graphs. (Author/CE)

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ED211563

NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

SPRING, 1980

·TEST RESULTS·

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ALBUQUERQUE PUBLIC SCHOOLS

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December, 1980

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THE NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION RESULTS

1979-80

The New Mexico High School Proficiency Examination (NMHSPE) is designed to assess a student's proficiency in dealing with the basic functional adult competencies needed in modern society. It is a criterion-referenced test based on goals and objectives established by educators and citizens of New Mexico. In the past, the criterion for passing has been set at 65%, or 130 items correct out of the total 200 items on the test. Students who do not meet the proficiency standard as 10th garders have additional opportunities to pass the test in their junior and senior years of high school. Successful completion of the New Mexico High School Proficiency Examination results in a "proficiency endorsement" on the student's diploma, beginning with the graduating class of 1981.

The New Mexico High School Proficiency Examination covers five general content areas: Community Resources, Occupational Knowledge, Consumer Economics, Mental and Physical Health, and Government and Law. Skill areas measured by the test are: Identification of Facts and Terms, Reading, Writing, Computation , and Problem Solving.

General summary information for the 1980 school year can be found on pages 3 and 4. A complete explanation of the summary information can be found on pages 5 and 6.

The New Mexico High School Proficiency Examination results can be examined in terms of skill areas as well as content areas. Figures 1 and 2 show these results for the past three years. In Figure 1 on page 7, it can be seen that the performance of APS students increased in all skill areas except problem solving between October, 1977 and February, 1979. The following year APS students demonstrated increased scores in all skill areas except writing. Figure 2 on page 8 shows that student performance was improved in all content areas between 1977 and 1980, with the highest scores shown in the areas of community resources and occupational knowledge.

Figure 3, page 9, represents a general summary of the results of the New Mexico High School Proficiency Examination in the Albuquerque Public Schools and New Mexico for the three years the test has been administered. A high school proficiency test was administered officially for the first time in February, 1979, following a field test in October, 1977. From Figure 3, it can be seen that over 6,000 APS 10th grade students took the test each year and that the percentage of students passing increased from 81% in 1977 to 84% in 1979 to 87% in 1980. In New Mexico over 21,000 10th graders took the test each year, and the passing rate increased from 77% ot 83% during that time. Please note that the APS students are included in the New Mexico averages.

Table 1, page 10, reports the number of 10th graders completing the New Mexico High School Proficiency Examination in 1979 and 1980, and the numbers and percentages of students from each APS high school demonstrating proficiency each year.

Table 2, page 11, reports the number and percent of 11th graders taking and passing the test in each APS high school. Scores are shown for this year only, as 1980 was the first year 11th graders were required to take and pass the New Mexico High School Proficiency Examination.

Additional explanations may be found accompanying each set of figures.

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ADMINISTRATIVE SUMMARY AND SKILL REPORT - Part I

NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

ALBUQUERQUE PUBLIC SCHOOLS

TOTAL STUDENTS IN THIS GROUP: 6336

FORM MM3 SPRING 1980 GRADE 10

(1) ADMINISTRATIVE SUMMARY:

Number of Students Taking the NMHSPE	6215
Number of Students Not Completing the NMHSPE	121
Number of Unscorable Answer Sheets	0
Total Number of Students Participating	6336
Proficiency Standard Set At	65%
Number/Percent Scoring At or Above Standard	5518/87%
Number/Percent Below Standard	818/12%
Range of Raw Scores	0-196
Range of Percentage Correct Scores	0-98%

Within this district, the following percentages of students scored at or above the indicated percentage correct for all items on this administration of the NMHSPE. Note, for example, that 87% scored at or above the 65% correct proficiency standard set for 1979-80.

(2)

Percentage Correct	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
Percentage of Students	99	99	99	99	99	98	98	97	96	95	93	90	87	81	73	60	42	18	1	0

(3) AREA	DESCRIPTOR	PERCENT CORRECT	(4) SUMMARY
IDENTIFICATION	Knowing the important words and ideas used in dealing with the content areas	78	Number of Items: 70 Students- -Meeting 65%: 5516 -Below 65%: 820
READING	Being able to read such materials as ads, booklets, directions, contracts, and forms	86	Number of Items: 25 Students- -Meeting 65%: 5687 -Below 65%: 649
WRITING	Knowing how to write such things as notes, letters, applications, and lists	80	Number of Items: 20 Students- -Meeting 65%: 5576 -Below 65%: 760
COMPUTATION	Being able to use numbers in daily situations, for example, those involving money, weights, measures, and calories	72	Number of Items: 35 Students- -Meeting 65%: 4500 -Below 65%: 1836
PROBLEM SOLVING	Knowing how to find solutions to practical problems	80	Number of Items: 50 Students- -Meeting 65%: 5602 -Below 65%: 734

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For an explanation of the information on this page, please see page 5.

CONTENT AREA REPORT

NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

ALBUQUERQUE PUBLIC SCHOOLS

TOTAL STUDENTS IN THIS GROUP: 6336

FORM NM3 SPRING 1980 GRADE 10

TOTAL SUMMARY	
Number of Items:	200
Prof Standard:	65% (130)
Students-	
-Meeting 65%:	5518
-Below 65%:	818

⑤ AREA	OBJ NO.	⑥ # OF ITEMS	DESCRIPTOR	PERCENT CORRECT	SUMMARY	
COMMUNITY RESOURCES				83	Number of Items:	40
	1	10	Use of recreational facilities	78	Students-	
	2	7	Use of informational resources	83	-Meeting 65%:	5904
	3	3	Use of community services	79	-Below 65%:	432
	4	14	Use of transportation systems	88		
CONSUMER ECONOMICS				79	Number of Items:	50
	1	8	Planning family or personal budgets	79	Students-	
	2	14	Use of money, taxes, insurance, and banking services	84	-Meeting 65%:	5538
					-Below 65%:	798
	3	10	Buying, selling, renting, and leasing products or services	80		
	4	9	Costs in maintaining products	74		
	5	9	The effects of marketing techniques	78		
GOVERNMENT & LAW				71	Number of Items:	40
	1	9	The work of the branches of the federal government	61*	Students-	
					-Meeting 65%:	4768
	2	11	The relationship between a citizen and the federal government	77	-Below 65%:	1568
	3	11	The relationship between a citizen and the legal and penal systems	75		
	4	9	The relationship between a citizen and government services	70		
OCCUPATIONAL KNOWLEDGE				80	Number of Items:	30
	1	11	Education, interests, and experience affect the kind of job one seeks	75	Students-	
					-Meeting 65%:	5446
	2	10	How to apply for a job	84	-Below 65%:	890
	3	9	How to keep a job	78		
HEALTH				79	Number of Items:	40
	1	11	Where, when, and why to get medical help	82	Students-	
	2	8	What habits promote good health	66	-Meeting 65%:	5590
	3	12	Health rules in planning and raising a family	84	-Below 65%:	746
	4	9	Dealing with potential hazards and accidents	79		

For an explanation of the information on this page, please see page 6.

*Below proficiency standard

AN EXPLANATION OF THE NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION SUMMARY REPORT, PARTS I AND II (PAGES 3 AND 4)

Please refer to the circled numbers on the tables on pages 3 and 4. The numbers will assist you in following this explanation.

① In this area of the report the basic information regarding number of students tested, number who passed, and number who failed can be found. The "range of raw scores" gives the lowest to the highest number of items correct. The lowest scoring student did not get any items correct; the highest scoring student got 196 of the 200 items correct. The range of percentage correct scores reflects that the lowest scoring student scored 0% correct, and the highest scoring student scored 98% of the test items correct. Please note that the 121 students who did not finish the test are included in these figures.

② Percentage Correct/Percentage of Students: By reading across the top line of figures to the number "65" you will locate the percentage of students who passed the examination with a 65% passing rate, which was the minimum rate of proficiency required for the 1980 school year. The figure immediately below the 65% figure is 87, which signifies that 87% of the 10th grade students taking any part of the test in 1980 passed the test. To further understand this series of numbers, look in the top line at the "60," which represents a passing rate of 60%. If the passing rate were to be changed to 60%, we can see that 90% of the APS 10th graders would have met the passing requirement. In other words, 3% of the 10th grade students fell between the 60% and the 65% correct levels. It may be assumed that those students who are in this 3% are very close to showing proficiency and with some remediation would be expected to pass the examination next year.

③ In this area can be found the listing of the five major skill areas tested, a descriptor of each skill area, and the average percent correct scored by APS 10th graders in each skill area in February, 1980. By looking at the "percent correct" column, for example, it can be seen that students' average percent correct scores were highest in reading and lowest in computation skills.

④ The information found in this section is of use to the individual schools in planning for remediation in each of the skill areas. Each school received a summary similar to this one, but containing figures for that school's students only. By examining the number of students passing 65% of the items in each skill area, schools can determine the degree of need for remediation in that skill. For example, in the area of identification it can be seen that 820 students in APS did not show proficiency, and will require remediation in this area before taking the examination again as 11th graders.

⑤ In this area can be found a list of the five content areas tested by the New Mexico High School Proficiency Examination. Students are given five separate tests as part of the New Mexico High School Proficiency Examination, with each content area included in a separate test booklet. Each content area includes items which test students' knowledge in each of the five skill areas discussed previously.

⑥ These two columns contain additional information regarding the content areas tested. In the column, "OBJ NO." are the numbers of the major objectives measured by that content area. The area of occupational knowledge is measured by three objectives; the area of consumer economics by five objectives. In the next column, "# of items" the actual number of test items (questions) included in each of the specific objectives listed is given. For example, in Community Resources, there are ten items testing students' knowledge of the first objective listed, "use of recreational facilities."

The remainder of this report is read in the same way as the information on page 3.

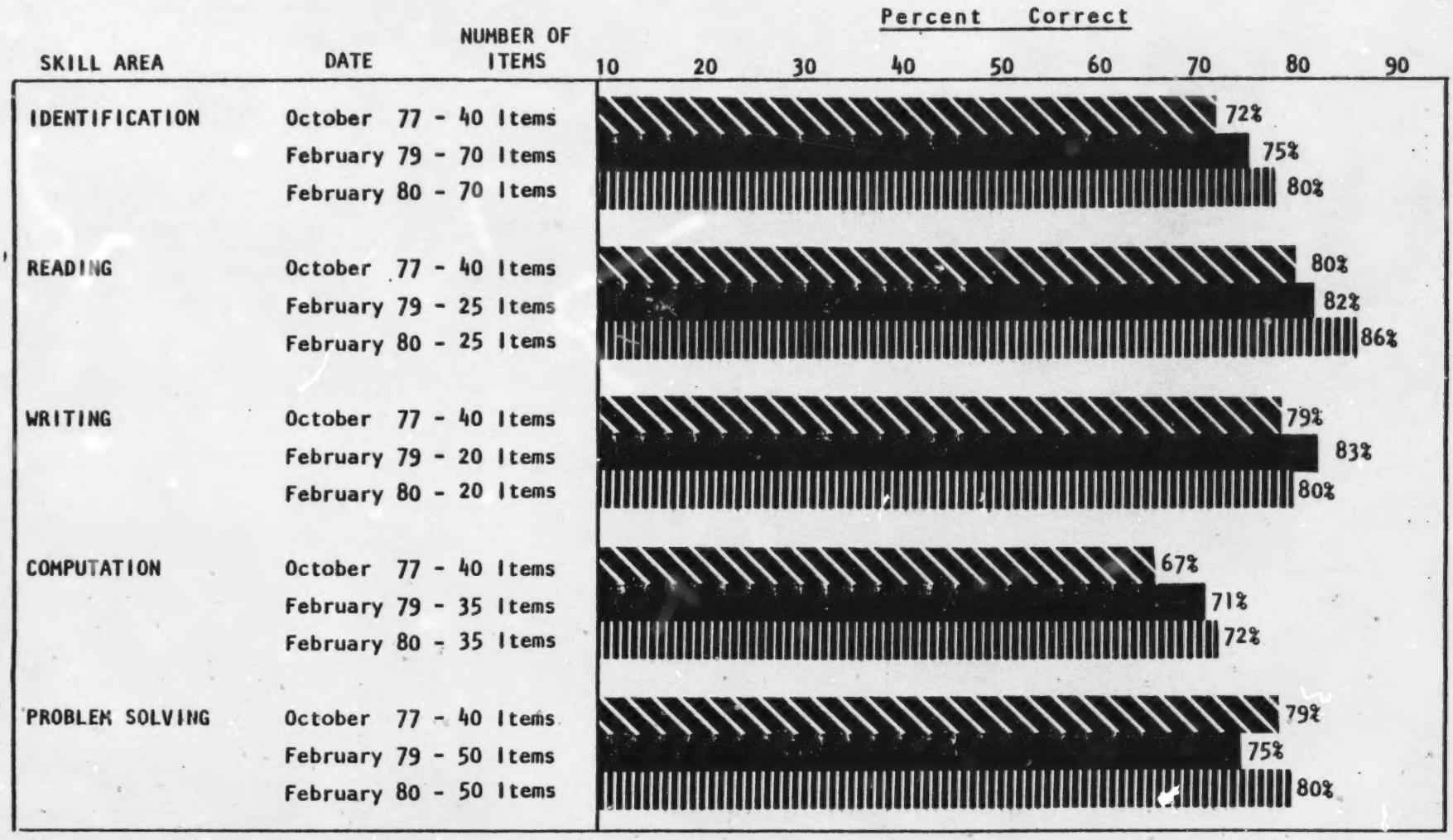

FIGURE 1. APS 10th GRADE STUDENTS
NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION
SKILL AREA SUMMARY, OCTOBER 1977, FEBRUARY 1979, and FEBRUARY 1980

EXPLANATION: Of the five skills areas, three areas have shown consistent improvement over 3 years' time: Identification, Reading, and Computation. The scores in the skill areas of writing and problem solving have been less consistent from 1977 to 1980.

See page 12 for a complete description of skills tested in these content areas.

Please note: The number of items in each area as well as the test items themselves change from year to year. However, the objectives measured and the item type remain consistent. Comparisons from year to year must only be made with this in mind.

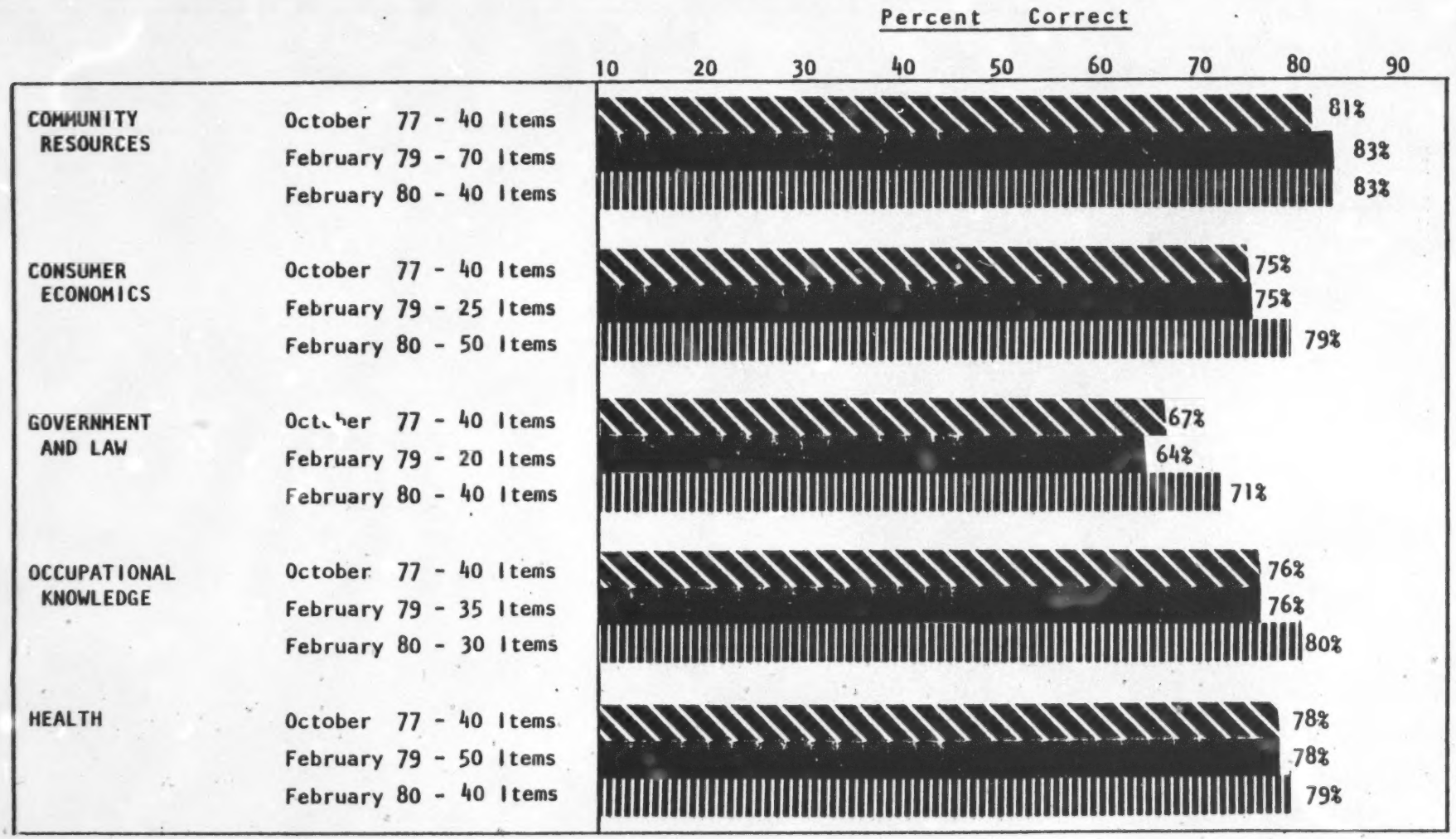

FIGURE 2. APS 10th GRADE STUDENTS
NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION
CONTENT AREA SUMMARY, OCTOBER 1977, FEBRUARY 1979, and FEBRUARY, 1980

Figure 2 demonstrates that APS 10th graders' scores stayed the same or improved in all five content areas between February, 1979 and February, 1980.

See page 13 for a list of the major goals tested by these five content areas.

Please note: The number of items in each area as well as the test items themselves change from year to year. However, the objectives measured and the item type remain consistent. Comparisons from year to year must only be made with this in mind.

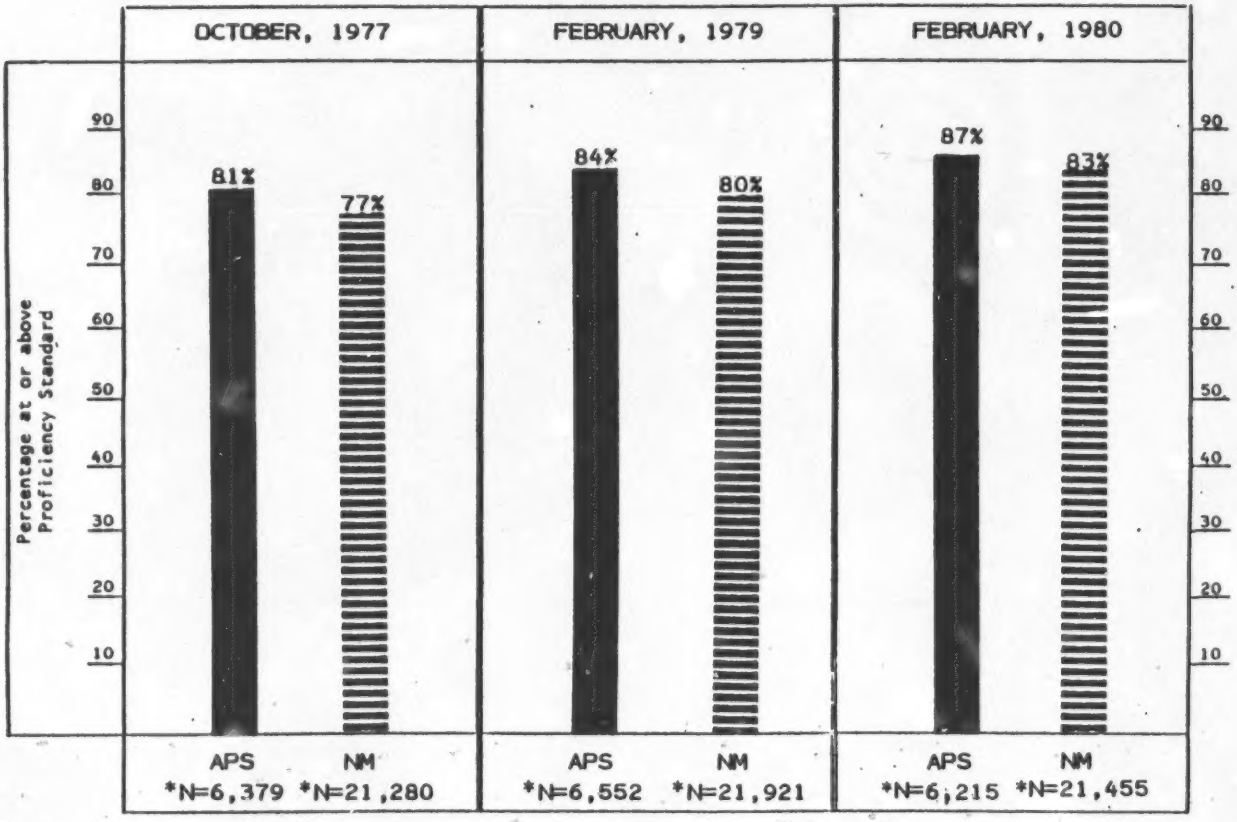

FIGURE 3. NUMBER AND PERCENT OF APS AND NEW MEXICO 10th GRADE STUDENTS PASSING THE NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION 1977-78, 1978-79, and 1979-80

Figure 3 illustrates that the number and percent of Albuquerque and New Mexico students passing the New Mexico High School Proficiency Examination has increased each of the three years the test has been given. In Albuquerque Public Schools 81% of the 10th grade students testing in October, 1977 demonstrated proficiency. 84% showed proficiency in February, 1979, and 87% in February, 1980. *Please note that the APS students' scores are included in the New Mexico scores.

TABLE I

NUMBER AND PERCENT OF 10th GRADE APS STUDENTS PASSING THE NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

School	1979			1980		
	No. of Students Completing the NMHSPE	No. of 10th Graders Passing the NMHSPE	Percent of 10th Graders At or Above Proficiency	No. of Students Completing the NMHSPE	No. of 10th Graders Passing the NMHSPE	Percent 10th Graders At or Above Proficiency
Albuquerque	470	299	63%	464	361	78%
Albuquerque Evening	26	22	85%	19	16	84%
Cibola	445	402	90%	510	455	89%
Del Norte	621	554	89%	659	60%	92%
Eldorado	777	741	95%	774	746	96%
Freedom High	21	13	61%	20	17	85%
Highland	738	670	90%	708	656	92%
Manzano	703	644	91%	689	648	94%
Porvenir	10	9	90%	8	5	62%
Rio Grande	777	558	71%	669	493	74%
Sandia	744	707	95%	691	669	96%
School on Wheels	45	30	67%	39	21	53%
Valley	510	392	76%	408	361	88%
West Mesa	572	461	80%	557	463	83%

TABLE 2

NUMBER AND PERCENT OF APS 11TH GRADE STUDENTS PASSING THE NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION 1980

School	No. of 11th Graders Taking Part or All the NMHSPE	No. of 11th Graders Passing the NMHSPE	Percent of 11th Graders At or Above Proficiency
Albuquerque	110	65	59%
Albuquerque Evening	-	-	-
Cibola	97	76	78%
Del Norte	75	64	85%
Eldorado	106	96	90%
Freedom High	47	34	75%
Highland	97	82	84%
Manzano	123	102	82%
Porvenir	-	-	-
Rio Grande	186	115	61%
Sandia	49	45	91%
School on Wheels	39	32	82%
Valley	44	26	59%
West Mesa	24	14	58%

EXPLANATION: The 11th grade students who took the NMHSPE in February, 1980, fell into three major categories: 1) those students who had taken the test as 10th graders in 1979, but failed to demonstrate proficiency, 2) those students who were new to New Mexico since the test was administered in February, 1980, and 3) those who were absent for the test administration in February, 1980.

NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

SKILLS DEFINITIONS

IDENTIFICATION OF FACTS AND TERMS: Items that focus on identification skills ask students to recall or recognize important facts and terms typically used in the five content areas defined by the NMHSPE. The emphasis here is on important, useful, factual knowledge, not trite recall of trivia.

READING: Items that focus on reading skills present a brief written stimulus chosen from a realistic document (sign, advertisement, announcement, leaflet) in the given content area. Students then answer questions that probe their understanding of the written material. In some cases, the written material directly contains the correct answer; in others, students must interpret what they have read or translate it into other words.

WRITING: Items that focus on writing skills test neither mere penmanship nor complex composition skills. Rather, these items tap the kinds of writing skills that adults use in everyday living -- making lists, filling out forms, writing notes, and addressing envelopes. In the context of a machine-scored test, where there can be no real writing, these items ask students to demonstrate that they can recognize appropriately written materials, that they know where on a form certain information would be written, and that they know what types of information belong on certain forms or documents.

COMPUTATION: Items that focus on computation skills require that students understand specific problems and manipulate simple numerical quantities (time, money, weights, calories, numbers) to arrive at appropriate solutions. The items are not abstract computation, but are always set in the context of real life situations (fuel reduction, mileage, taxes, diets). Hence, they represent real, not academic, computation skills.

PROBLEM SOLVING: Items that focus on problem solving skills ask students to select appropriate solutions to the kinds of problems they face in everyday life -- what agency or organization they should turn to for help in certain situations, how they can alleviate or eliminate certain problems, what procedures or tactics are appropriate for given situations. All the problems are set in the contexts defined by the NMHSPE content areas; hence, they are rooted in reality.

NEW MEXICO HIGH SCHOOL PROFICIENCY EXAMINATION

CONTENT AREA MAJOR GOALS

CONTENT AREA: COMMUNITY RESOURCES

GOAL: To understand how individuals use community resources, including transportation systems, to achieve a more satisfactory way of life.

CONTENT AREA: OCCUPATIONAL KNOWLEDGE

GOAL: To develop knowledge about occupations that will enable individuals to secure employment that fits their particular needs and interests.

CONTENT AREA: CONSUMER ECONOMICS

GOAL: To know how to manage a family economy and to demonstrate an understanding of sound purchasing practices.

CONTENT AREA: MENTAL AND PHYSICAL HEALTH

GOAL: To understand the principles and practices that lead to good mental and physical health.

CONTENT AREA: GOVERNMENT AND LAW

GOAL: To understand how the structures of government and the functions of the legal system delineate rights and obligations.